

# FE Week



A hands down success — from left: Upminster Infant School pupils Jack McCuin, Jonathan Pearson, and Lucas Afteni. Inset: Havering College learner Shelley Naor

## Lecturer's West End winner

Essex schoolchildren helped bring a West End musical organised by Havering College to life.

Music lecturer Peter Dayson wrote, produced and directed Synergy Street — a musical about a battle to save a community centre.

Youngsters from local schools including Upminster Infants School (pictured) and Corbets Tey School for special needs learners, also in Upminster, starred with college students at Her Majesty's Theatre, in Haymarket.

College Foundation Skills learner Shelley Naor, aged 24, who starred in the show, said: "It was the best day of my life. I want to do it [acting] more, more and more."

# WHO WILL CERTIFICATE BRIGHT?

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## More awarding organisations distance themselves from troubled provider

Two further awarding organisations have cut ties with Bright Assessing less than three months after NCFE told the troubled provider to stop running its qualifications.

OCR said it would not be dealing with "any new candidates" for the Warwickshire-based provider and fellow awarding body Ascentis said it had "withdrawn recognition with immediate effect".

The dual move is understood to have left Warwickshire-based Bright without an awarding organisation.

NCFE (formerly the Northern Council for Further Education) announced in February it had stopped certifying Bright courses after its investigation into allegations

of malpractice.

The findings have not been made public, but a Bright spokesperson said it "vigorously disputes both the findings and the sanction" and lodged an appeal, which is currently in a third review stage.

A spokesperson for OCR said: "OCR is not certifying any new candidates. We will do our best to help any candidates that are currently registered with OCR."

However, Bright was still displaying OCR's logo on its website and also advertising teaching, assessing, back-to-work, and business-related courses as *FE Week* went to

press.

A spokesperson for Ascentis said: "Ascentis has withdrawn recognition with immediate effect. Students registered with us will have the opportunity to be placed elsewhere."

Bright chief executive Krissy Charles-Jones declined to comment on whether any awarding organisations were still accrediting Bright's courses. She said: "We have terminated our agreement with OCR for all future learners.... They have not informed us that we are under any investigation.

"We terminated our agreement with Ascentis more than six months ago and only

put a few learners through them."

She added: "We are currently working to ensure all learners will be supported by an awarding body and determining which it will be. We aim to do this by May 16. Our main priority is to the learners."

Bright was advertising the Highfield Awarding Body for Compliance (HABC) on its website until earlier this year when, according to HABC, the provider was suspended from running any HABC qualifications.

But, Ms Charles-Jones said: "We were never approved or used by Highfields and I didn't ever sign any application or agreement to do so. They approached us to work with us but we decided not to do so. We have never done any learning or registrations through them."

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**NEW MONTHLY COLUMN  
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Ofsted, 2014



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NEWS

EFA issues out-of-area rule

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Colleges seeking funding for learners based outside their usual catchment areas will have to give notice of eight weeks, the government has said.

The Education Funding Agency (EFA) has claimed the guidance simply represents a clarification of existing policy, while the Association of Colleges (AoC) described the move as a “clear signal that the EFA wishes to limit distance sub-contracting”.

The guidance document says: “If the institution believes there is good reason for the EFA to fund sub-contracted provision of a whole programme to be delivered outside their normal recruitment area then the institution must seek EFA’s agreement in principle in advance of delivery.

“EFA will consider applications made on the distance sub-contracting form available with this document from the website. This must be sent to the EFA territory email address at least eight weeks before the start of any planned delivery.”

An EFA spokesperson said: “We already expected education providers to contact us in advance before sub-contracting out provision of a course outside their normal recruitment area.

“We recently revised the guidelines to clarify our position on this and bring in consistency across the country.”

The move comes as the EFA aims to clamp down on the issue of “double funding” — where a learner is funded twice, through two different lead contractors.

The document said: “Sub-contracted



Julian Gravatt

provision (particularly distance provision) has had the highest number of historic ineligible double funding problems and the EFA regards such arrangements as high risk.”

Julian Gravatt, assistant chief executive at the AoC, said: “The EFA has introduced a number of new, tighter sub-contracting rules in 2014-15 including a new declaration at the start of the year.

“The school census will include a sub-contracting field in 2015 which will match the data already provided as a matter of routine by colleges via the Individual Learner Record.

“The new eight-week approval timetable should be manageable for colleges but the whole package of controls is a clear signal that the EFA wishes to limit distance sub-contracting.”

FEWER THAN TWO APPLICATIONS FOR EVERY TRAINEESHIP VACANCY

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Official figures showing fewer than two applications for each traineeship vacancy have sparked concern about a “general lack of awareness” of the government’s new flagship youth unemployment scheme.

A freedom of information (FOI) request from *FE Week* showed just 4,160 online applications were made for 3,480 traineeship vacancies in the eight months since the programme’s launch in August last year.

And with the system only showing the number of applications — rather than applicants — it’s likely the headcount was actually lower because one person could have made more than one application.

A spokesperson for the Association of Employment and Learning Providers said: “A general lack of awareness about traineeships is part of the issue, which is why in tandem with the new statutory guidance for schools on careers advice, it’s important that more local employers and providers can get into schools to explain the benefits of the new programme.”

The traineeship figures are overshadowed by those of apprenticeships, which attracted

more than 12 applications per vacancy between August and the end of October last year, according to the most recently figures from the National Apprenticeship Service.

Its report showed 461,530 applications were made online for apprenticeships during this period — which compared to 36,700 vacancies (according to the same FOI response from the Skills Funding Agency).

Teresa Frith, senior skills policy manager for the Association of Colleges, said apprenticeships were bound to attract more applications as they were more established.

But, she said: “There has been no direct marketing [for traineeships] to potential trainees or their parents or influencers, and it may well be that the expectation of the student is that they go directly onto an apprenticeship rather than a pre-cursor programme.”

The news on applications comes six weeks after *FE Week* reported that there were just 3,300 traineeship starts in the six months following the scheme’s launch.

However, Skills Minister Matthew Hancock said this month that he hoped 5,000 new traineeships would be created through the employer ownership pilot

BRIGHT Continued from front...

Meanwhile, an NCFE spokesperson confirmed that Bright had lost the first two stages of the awarding organisation’s appeals process.

Bright has entered the third and final NCFE appeal stage, due to conclude by the end of the month, with an Ofqual investigation the next possible stage.

“We are only going through the NCFE appeal process so we can progress our complaint about them to Ofqual,” said Ms Charles Jones.

However, an Ofqual spokesperson told *FE Week* in February: “NCFE kept us informed throughout its investigations into allegations of malpractice at Bright. We consider the action it has taken to be appropriate to protect the integrity of its qualifications and the interests of those taking them.”

Bright was listed on the Skills Funding Agency’s website on March 27 this year as a subcontractor for Chesterfield College, through a contract worth £1,175,000, Avant Partnership, through a £136,194 contract, and the Derbyshire Network, through a £22,000 contract.

Chesterfield College and Avant Partnership confirmed their Bright contracts had concluded and the Derbyshire Network declined to comment.

Ofqual said it was “being kept up-to-date” on the NCFE appeals process and enquiries should be made to its helpline on 0300 3033346.

Learners should email vocational. qualifications@ocr.org.uk, qualityassurance@ascentis.co.uk, or service@ncfe.org.uk for advice.

See editor’s comment on page 8

FE WEEK NEWS IN BRIEF
<b>Mentoring survey</b>
A survey on mentoring for teachers in the FE sector has been launched by two English universities.
The University of Brighton and Sheffield Hallam University are carrying out the research, supported the Gatsby Foundation.
The research aims to learn more about mentoring for teachers in the sector, and to inform policy and practice.
It is being led by Professor Andrew Hobson, head of the University of Brighton’s Education Research Centre.
Visit <a href="http://www.survey.bris.ac.uk/shu/">www.survey.bris.ac.uk/shu/</a> mentoring to take part in the survey.

scheme.

A spokesperson for the Department for Business, Innovation and Skills said: “Many traineeship providers are already using the apprenticeships vacancies service to reach young people.

“However, it is not compulsory for providers or learners to use the system for traineeships, so these figures are only a part of the wider positive picture.

“Some providers will choose other routes to advertise places and some applicants will be referred directly, for example by Job Centres.”

NEWS

Specialist colleges leader tells of concerns over new SEN law

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The impact of a new law aimed at improving special needs provision in general FE and sixth form colleges could be limited by funding and capacity constraints, a sector leader has warned.

Alison Boulton (pictured), the chief executive of the Association of National Specialists Colleges (Natspec), has said a new legal obligation for colleges to accept learners with special educational needs (SEN) may create an extra financial burden.

Under the new rules, which are part of the Children and Families Act 2014, general FE and sixth form colleges will have to admit SEN learners if the college is named in their education health and care plan — drawn up with the help of local authorities (LAs).

Ms Boulton said: “There are two key challenges for colleges. One is linked to the duty to co-operate with LAs, which is important but as yet difficult to achieve in practice. Many LAs still focus on school issues at the expense of post-16 provision.

“The second is linked to the major funding reforms for high needs students and the loss of additional learning support in general FE colleges. The recent *FE Week*/Policy Consortium survey showed the extent of concern about these changes and the impact on students and colleges.

“It seems probable that the numbers of



students seeking FE places will increase, because local authorities have not always undertaken proper assessments in the past. A number of these young people will request an education, health and care plan, which may well lead to significant funding problems for colleges as the local authorities’ high needs budget will not provide sufficient support.

“Overall, this is an important piece of legislation with the potential for real benefits for young people with learning difficulties or disabilities, but the risks associated with funding and capacity could limit its impact.”

Deborah Ribchester, senior policy manager at the Association of Colleges (AoC), said: “Colleges appreciate that they have new duties to admit students when named in their plan and are supportive of this, given the reciprocal duty on LAs to cooperate with colleges in the assessment and planning process.

“These changes are significant and will

Governors take driving seat with Data Dashboard

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Governors will have greater access to performance information on their institutions with Ofsted’s launch of an online dashboard expected to take place on Monday (May 8).

The Data Dashboard has been designed to allow governors to assess how the provider is meeting the economic needs of its local area and the priorities set out by the local enterprise partnership.

It will contain each provider’s achievement rates for different areas of provision and information on how they are performing nationally and learner destination data — although it is understood that Ofsted has dropped plans for the dashboard to show how far learners move away after completing their course.

The dashboard has been warmly welcomed by Ofsted grade two-rated Northumberland College governors’ chair Jacqui Henderson (pictured), who took up the role in April 2012.

“It would be true to say the governing body at Northumberland College gets all this information from the



senior management team, but I do think to have it all from one source would be really helpful,” she said.

“And for any college where this information isn’t already available to them this will make things a lot easier and will have the most impact.”

When *FE Week* first reported on Ofsted’s plans for a dashboard in June last year, then-director of FE and skills Matthew Coffey said the dashboard would help to support governors.

“Weak accountability, leadership and governance are common failings in poor provision,” he said.

Ofsted deputy director for FE and skills Marina Gaze said: “It is important that we are always mindful of the link between education and employment and this tool will be a vital asset in helping learners to achieve their career goals.”

Mrs Henderson agreed that more information would allow governors to hold principals to account.

“It’s really important that members of the governing body are engaged and enabled with information,” she said.

“At Northumberland one of the first things I did was to make sure this information was top of the agenda in every governors’ meeting.”

Are you a governor? Email [news@feweek.co.uk](mailto:news@feweek.co.uk) to tell us what you think of the Data Dashboard.

require new ways of working with LAs which are now both commissioners and funders of places for high needs students.”

A spokesperson for the Local Government Association said: “We already work with FE colleges and they are an important part of the local offer for all children and young people in our areas, including for those with SEN and disabilities.

“The act places a new burden on councils for a wide range of the reforms and we are negotiating these new burdens with

government now.”

A Department for Education spokesperson said: “We are changing the law so that, for the first time, colleges have a legal duty to accept young people with special educational needs, if they request a place there.

“We have already provided councils with £70m to help them prepare for these changes. We have also provided guidance to all colleges on what these changes mean and will be providing them with extra money to cover any new costs that may arise.”

<b>Children and Families Act</b> The Children and Families Act 2014 gained royal assent in March, and most of its rules will start to affect schools and colleges from September. The Act includes new rules on adoption, family justice, childcare, welfare and flexible working arrangements for families. A large chunk of the act is focused on young people with special educational needs, with the establishment of new education health and care (EHC) plans, which are the responsibility of local authorities.	<b>Additional Learning Support (ALS)</b> There is no longer an additional learning support budget. Funding for disadvantaged students is included in a one-line budget and is generated on the basis of English and maths GCSEs and postcode. For some colleges, this presents a financial shortfall. For example, a college in an area which does not attract much postcode funding but has many students with Asperger’s syndrome, who often have good maths GCSEs, will not get as much in the new system as they received previously in terms of ALS.
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# Schools cash ringfence ‘unsustainable’ warns AoC

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Department for Education (DfE) ringfencing of school funding has been labelled as “unsustainable” by the Association of Colleges (AoC) as it predicted a departmental budget black hole of £4.6bn.

In a report by the AoC on the DfE’s financial situation, it warned of a budget deficit of £600m in 2015, rising to £4.6bn by 2018/19.

And with the DfE responsible for funding the education of 16 to 18-year-olds, AoC assistant chief executive Julian Gravatt raised concerns about the sustainability of a ringfence which protects schools funding — but leaves the FE sector open to cuts.

He told *FE Week*: “I think there needs to be a look at what spending levels need to be at each age.

“The ringfencing is only a problem if it protects 80+ per cent of the budget and all savings have to be made elsewhere. The ringfence is unsustainable given the impact it has on the areas of the budget.

“The first thing to do is persuade the DfE to be more open about its own forecasts and work with us. The second thing to say is that budgets haven’t been set for after 2015 and are still open for the next government to put more money in.

“It’s important to remember that this problem only exists if spending doesn’t increase. If pupil numbers go up the main

thing is to address that.”

In its report, the AoC explains that the projected deficit is associated with an anticipated increase in the number of people of school age, coupled with increased teacher pay and pension contributions as well as costs associated with new policies.

The report also takes into account a planned 17 per cent real terms spending cut across all departments between 2015 and 2019 and the AoC has said the government is yet to announce whether the school budget, which has been ringfenced since 2010, will continue to be protected.

Mr Gravatt added: “There needs to be a discussion about what choices are available, and people will have views about where savings can be made. We are worried about this assumption that you can continue cutting 16 to 18 budgets without consequences.

“The danger for colleges is, as the main providers of 16 to 18 education which turn lots of people around who failed at 16, that they would be doing that with fewer people and wouldn’t be able to make the improvements people want them to make.

“Pay costs in colleges are about two-thirds of expenditure, whereas in schools they’re about 80 per cent. If this budget issue is not addressed, you’re either going to get fewer people or cuts in pay. Our message to the government, and to all parties, is that there is an election in a year’s time, and they need to be open about this.”

Quantifiable additional costs in DfE budget, with 2014-15 as the baseline (£m)				
	2015-16	2016-17	2017-18	2018-19
Additional pupils	464	973	1,727	2,576
High needs	50	101	152	203
Teacher pensions	130	339	350	360
National insurance	-	522	537	553
National funding formula	-	350	350	350
Infant free school meals	-	755	755	755
Total	594	2,939	3,719	4,594
Source: Association of Colleges				

But the report has been dismissed by the DfE, described it as “speculative”.

A spokesperson said: “These speculative figures are based on analysis of a budget that does not even exist yet.

“Our budget after 2015-16 will be a matter for the government’s next Spending Review, which as usual will give full consideration to future cost pressures.

“We have received excellent settlements between 2010 and 2016, enabling us to protect school funding in real terms while

the government tackles the deficit.”

Mr Gravatt said the further education and sixth form colleges represented by the AoC educated more than 900,000 14 to 19-year-olds each year and relied on funding from the DfE totalling £3.8bn.

The full report, which includes a more detailed breakdown of the projected costs, is available to download and read online at [aoc.co.uk](http://aoc.co.uk).

## Top DfE civil servant makes IAG concession



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There remains “more to be done” to improve careers advice and guidance in England, the Department for Education’s most senior civil servant has conceded.

Chris Wormald (pictured), who is permanent secretary to the department, made comments about the state of careers advice when he faced questions from MPs at a meeting of the Education Select Committee on Wednesday (May 7).

Mr Wormald, who appeared alongside Education Funding Agency chief executive Peter Lauener, was questioned by Labour MP Alex Cunningham, who said the current careers advice system was “a bit of a disaster”.

Mr Wormald said: “We took the decision, as you know, that careers should be led at school level rather than the previous approach of using the Connexions service.

“We have just issued further statutory guidance on how they should do that. I don’t accept that it’s a disaster. Ofsted does look at it and has done at that’s what our statutory guidance was based on.

“I am not trying to argue that the position was very good, it was very patchy, and it was an area where we are clear that having it led at school level is the right way forward.

“Indeed, there have been concerns about careers advice for some time, even when we did have the big national services. There is more to be done to improve it at school level and certainly to make it consistent.”

The hearing was held so MPs could ask questions of civil servants and non-executive board members from the DfE in response to its annual report for 2012/13.

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# Employers call for apprenticeship control — but what did key FE players think?

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More than 30 employer bodies joined forces to call for greater control over apprenticeships just days after a technical consultation on proposed reforms that drew more than 1,200 responses, closed.

The Confederation of British Industry (CBI), the UK Commission for Employment and Skills (UKCES), Nestle and Crossrail were among those behind a letter published in The Telegraph on May 5 in support of reform put forward in a two-month technical consultation.

It closed May 1 having asked what issues should be taken into account in implementing the apprenticeship reforms inspired by Doug Richard’s 2012 review, which called for employers to have more influence.

The letter said: “Placing employers in control of the design, delivery and funding of apprenticeships is essential. Control over funding would give us the opportunity to work directly with training providers and build relationships which allow us to design apprenticeships which are more relevant to the needs of the British economy.”

The main funding method suggested in the technical consultation, to give employers more control, was based on the PAYE system where employers claim back the cost of apprenticeships through the tax system, although a second ‘apprenticeship credit’ model — where employers buy apprenticeship provision from an online bank account paid into by government — was also covered.

The PAYE option was one of the least popular put forward in the first consultation, which ran from July until October last year, where respondents favoured maintaining the current system of channelling funding through providers.

One of the letter’s signatories, CBI chief policy director Katja Hall told *FE Week*: “Businesses strongly support the move to a demand-led apprenticeships system — and employer-directed funding is an integral part of this.

“However, we need detailed information on levels of co-investment and how the system will work in practice to judge the proposed funding mechanisms. A well-designed system based on PAYE may work best for many firms, but the government must deliver for everyone. For apprenticeships to flourish the system must be simple, work for businesses of all sizes and must be thoroughly piloted.

“Only once both options have been properly tested, and the wider policy has been established, can we decide on the most appropriate route forward.”

Sir Charlie Mayfield, chair of the John Lewis Partnership and UKCES, who also signed the letter, told *FE Week*: “The UK Commission believes that the most effective way to put employers in the driving seat is to use HMRC systems. Using PAYE has the potential to hard-wire recruitment of young people into everyday business processes.

“Using the tax system would also send a signal that the aim is for a long-term stable system that employers can rely upon.”

The message behind the letter was welcomed by Skills Minister Matthew Hancock, who said: “I welcome the strong support shown for the direction of our reforms by leading large and small businesses and the organisations that represent them in this letter. We will be looking carefully at the feedback we have received on our recent consultation and will work closely with employers, providers and other experts on the detail of implementation.”

However, many of the technical consultation responses from FE sector bodies were sceptical of the need for and impact of the PAYE system.

Nevertheless, a spokesperson for the Department for Business, Innovation and Skills said the technical consultation had received more than 1,200 responses from a wide range of respondents, but warned the figure had not yet been officially confirmed. “These responses are in the process of being analysed and the results and next steps will be announced in the autumn,” she said.

## Further education and skills bodies share their responses to the technical consultation with *FE Week*.

Also pictured are sector figures

### Edge Foundation

There is no convincing evidence that many employers are clamouring for control of apprenticeship funding, or want any of the payment options set out in the consultation paper.

If employers want tailored training for their staff (apprentices or otherwise), they already have the option to pay for it, and to negotiate with providers to deliver to their exact specifications. In practice, the vast majority of employers (especially SMEs) do not outsource training in this way and do not arrange external accreditation of in-house training.

Reluctance to invest in external apprenticeship training and assessment is not confined to England. In New Zealand, only 7,000 people start apprenticeships (level three equivalent) every year. One reason is that employers are compelled to contribute to external training costs. There

are only 358,000 apprentices in the whole of the USA — 0.2 per cent of the workforce — for very similar reasons.

Conversely, apprentice numbers rise when employers are offered financial incentives, for example, the Apprenticeship Grant for Employers in England, tax credits in Tennessee and the “Apprenticeship Re-boot” subsidy in New Zealand.

If the government is determined to proceed, mandatory employer contributions should be limited to apprentices aged 25 and over and small firms should be free to accept

apprenticeship training from providers directly funded by the Skills Funding Agency.



The Edge Foundation chief executive Jan Hodges

### Association of Employment and Learning Providers (AELP)

This [Funding Reform Technical Consultation] followed the original consultation on apprenticeship funding published in 2013 and sets out proposals on the funding principles and funding route in line with the Skills Funding Statement issued earlier in 2014.

In AELP’s view the proposals do not meet the objectives, set out in the original paper, of driving more employer engagement. Our fear is that instead of providing purchasing power for employers, these proposals simply create barriers, and many employers will ultimately decide not to recruit apprentices.

The proposed mandatory cash contributions required from employers are also likely to reduce substantially the number of 16, 17 and 18-year-old apprentices, a group that already face a number of barriers to entry.

Despite the fact that smaller businesses support the provider funded model, this option was dropped before the results of the first consultation were published. We believe that if employer choice is what should drive reforms then this option must be included as part of

the consultation.

The introduction of a new Apprenticeship Credit Model reflected the fact that neither of the other two options in the original consultation was supported by employers. The new consultation itself suggests that the direct employer payment model would ‘carry an unacceptable risk of fraud’. It is not clear how the Apprenticeship Credit model differs from a direct payment model as it appears that the money in the Apprenticeship Credit model will be controlled by the employer. The PAYE model has clearly not had support from employers.

The provider model receives just one line of comment and was dropped because ‘it does not go far enough to deliver the Richard principle of giving employers the purchasing power’. We do not accept this premise as the evidence from the previous consultation suggests that smaller businesses prefer this model and in the BIS research, released on 3 March, it says that employers ‘were satisfied with the amount of influence they had over the content, structure assessment of the training.’



Association of Employment and Learning Providers chief executive Stewart Segal

### Association of School and College Leaders (ASCL)

ASCL welcomes any attempt to increase the number of apprenticeship places available, but fears that these proposals will not have any such effect.

The proposed funding reform is very likely to have the opposite result from that desired of increasing the number of apprenticeships available. It is likely to deter businesses employing apprentices due to the bureaucracy of the system, for example the employer being responsible for registering the apprentice.

ASCL remains concerned that the provider payment model has been dropped despite the evidence from the earlier consultation that smaller businesses support this model.

The proposed system for funding apprenticeships using the PAYE system will not be practical for all businesses, in particular small businesses due to cash flow difficulties and the outsourcing of payroll.

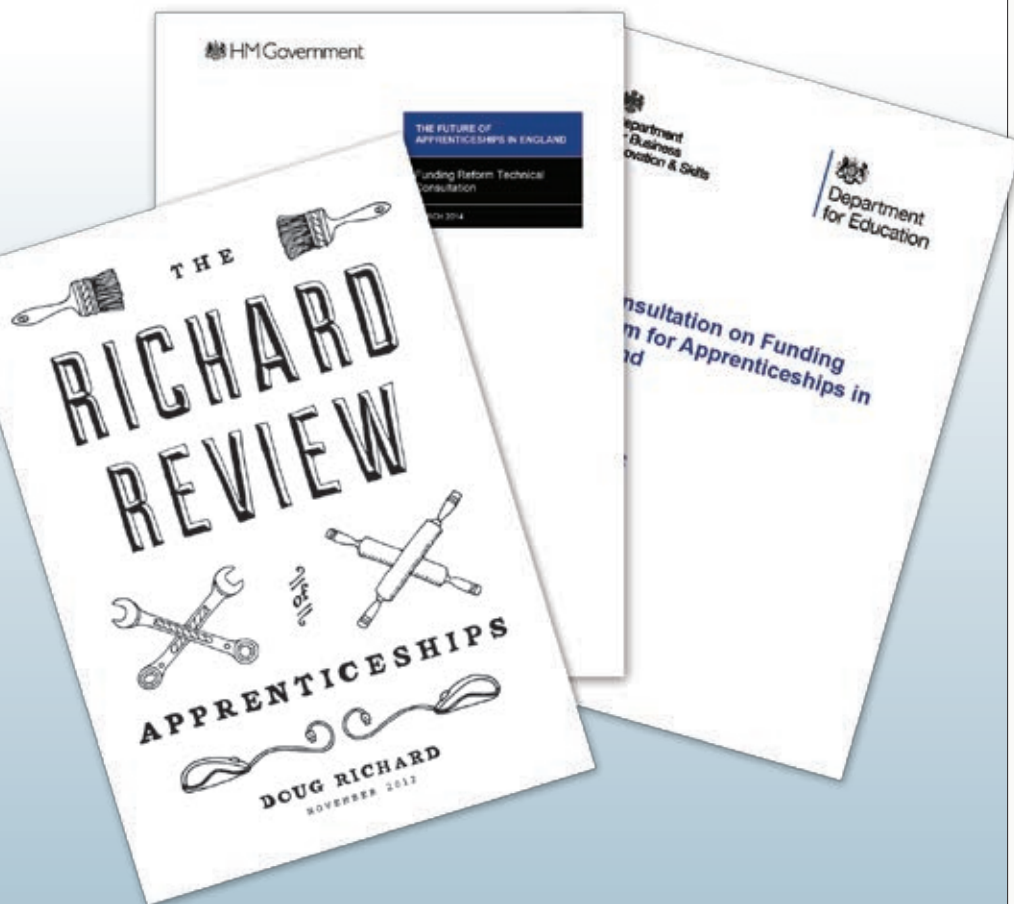
Allowing the market to determine the real costs of training by ‘freeing the price’ from government control could have a significant detrimental effect on colleges and training providers, including decreasing the quality of training as a result of employers driving down prices.

There is no information on how higher apprenticeships will be funded in the consultation. If the government is to meet its target of making available an extra 20,000 higher apprenticeships over the next two years, it must take immediate action to establish how this will be funded.

It is also highly likely that the impact of requiring cash contributions for 16 and 17-year-olds even with the recruitment bonus will mean a reduction in the number of young apprentices. If there is little to choose financially for employers, they will be more likely to take on someone slightly older who is potentially more experienced and job ready. The bonus offered for 16-17-year-olds needs to reflect the banding of costs in order to avoid some frameworks being more attractive than others or extra costs to those more expensive sectors that traditional recruit more people, for example engineering and construction.



Association of School and College Lecturers college specialist Stephan Jungnitz



### Association of Colleges (AoC)

Generally AoC believes that reforms... could lead to a rise in the quality and alignment of apprenticeships to the needs of employers and the establishment of employers as the pre-eminent customer. We do, however, continue to have serious reservations as to how Government intends to implement these changes. We feel that the changes need to be carefully modelled and trialled to determine whether they will indeed support the intent.

We recognise that the mechanisms offered are

theoretically simple, but we have significant concerns that the approach to be adopted will not be fair and will provide an advantage to larger employers who are already involved in apprenticeships against smaller businesses and those new to the scheme.

We also believe that the approach is likely to result in a move away from supporting younger apprentices and back to a growth in the number of apprentices aged over 25.



Association of Colleges chief executive Martin Doel

Visit [feweek.co.uk](http://feweek.co.uk) for more on the AoC and Niace responses

### National Institute for Adult Continuing Education (Niace)

We welcome the Government’s commitment to encouraging co-investment in apprentices by employers.

However, there are three key challenges to be addressed. Firstly the proposed new price negotiations between employers and providers may negatively impact apprenticeship quality. Niace believes that the quality of apprenticeships and the interests of apprentices need to be championed by the introduction of an ‘Apprentice Charter’... [which] would ensure an expansive approach, leading to a secure job.

Secondly, the current consultation continues to advocate introducing

a principle of universal employer co-investment of external training, including for apprentices aged between 16 and 18.

If this is introduced too rapidly, there is a serious risk of this reducing the number of employers engaged with the programme.

Thirdly, the consultation has an insufficient focus on the effective measurement of success in order that the quality of the Apprenticeship system can be objectively assessed.



National Institute for Continuing Adult Education chief executive David Hughes

### University and College Union (UCU)

UCU strongly supports the principal that employers should contribute towards the costs of training their staff. This is particularly applicable to the role of apprentices in the workforce.

However the current level of engagement in apprenticeships among employers is too low and we must be mindful not to discourage their participation.

There are particular issues in terms of cost, time and accessibility for those offering 16 to 18 apprenticeships and small businesses in participating and so although the reforms aim to increase employer engagement we do not believe that at present the conditions are in place for many more employers to become involved in apprenticeships. Any changes should first be trialled to ensure that they support the participation of employers and are not the victim of unintended consequences.

We note that some additional funding will be available to help employers of 16 to 17-year-old apprentices but this is only a one off payment and it is unclear why 18-year-olds have been considered separately. We would regard 18-year-olds as being in need of the extra support at a similar level to 16 to 17-year-olds.

There is no indication of what this level of payment will be and it is unlikely to be sufficient to replace the guidance that many colleges provide to smaller businesses currently, such as health and safety check or apprentice selection.

Finally there is no inbuilt way to manage demand in the new system other than first come, first served to a capped funding pot. There will be no tools to deal with unexpected trends and there are no provisions for increasing equality of access to apprenticeships or raising demand from under-represented groups. Furthermore it is unclear as to how the funding will be capped if the budget limit is reached.



University and College Union president Simon Renton

157 Group

The absence of actual funding rates for apprenticeship standards/frameworks limits the 157 Group response until further information is known. At this stage, therefore, we wish to convey four key messages:

The retention of an all-age apprenticeship programme in England will best be achieved through a common funding mechanism — PAYE or ACA model — rather than an insistence on compulsory employer cash contributions to all

157 Group deputy executive director Christine Doubleday



FE WEEK COMMENT

Learners paying price

With OCR and Ascentis both distancing themselves from troubled provider Bright Assessing, and NCFE having done the same earlier this year, it’s clear something’s not right.

To her credit, Bright chief executive Krissy Charles Jones answered our initial queries as to what was going on — but the reply was one that pointed blame elsewhere.

It was Bright that terminated contracts or turned them down, she says. It was also, she told us, the last response she would be giving.

It’s a situation that’s getting more and more desperate by the hour as *FE Week* continues to receive pleas from apparent learners seeking advice on their missing logbooks, portfolios, qualifications and payments.

To this end, *FE Week* has ensured learners have the contact details of the relevant awarding organisations, and Ofqual has also provided details of a helpline.

But it remains a terrible position for learners to find themselves in and one that will damage the good name of the sector.

**Chris Henwood**  
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Dame Ruth in fine fettle for leadership role return

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Dame Ruth Silver is making her FE and skills return with a new sector leadership thinktank funded by money left over from the Learning and Skills Improvement Service (LSIS).

The Further Education Trust for Leadership (FETL) has a budget of up to £5.5m from LSIS, which counted Dame Ruth as its chair until it ceased to exist last July.

The former Lewisham College principal is FETL’s founding president and said that although many LSIS functions were transferred to the Education and Training Foundation (ETF), LSIS board members had identified the need for a thinktank.

She said: “I think the assumption was that the LSIS work, staff and money would transfer over to the ETF.

“Because the ETF had had difficulty recruiting a permanent chief executive and chair, and because the word then was that it only had two years of funding, we couldn’t transfer the money.

“So we started to look around and the idea of an independent thinktank for the

sector came up.”

According to an FETL policy paper, among its possible “distinctive activities” were sponsorship of an annual lecture on FE leadership; and the funding of an academic chair at a university to bring “stature to the sector”.

It could also “promote and disseminate” a body of knowledge about leadership theory and practice in the FE sector.

Dame Ruth said FETL’s work would start with an invitation to those who wanted to carry out research, with a sub-board dishing out fellowships, grants and bursaries.

She said: “The idea is we will publish invitations in September to ask people if there is anything they would like some time off to research.

“We will then send these scholarships and we will fund their research and a website where all the papers will be published, and have an annual lecture from a thinker on leadership.”

But she insisted that FETL would not necessarily become a permanent organisation, but that it could merge with the ETF or another organisation following a review in

two years.

She said: “It’s about getting the sector to think about its own agenda and its own pre-occupations, and in two years we will ask ‘is this working? Should this be placed elsewhere?’ We have absolutely no agenda around keeping it as it is.”

David Russell, ETF chief executive, said: “We have been in discussion with FETL about how best to align our work. Quick convergence is obviously the most efficient and effective option, but it is perfectly sensible for FETL to set up as an independent fund this year as they have a mission which is outside the ETF’s core priorities as set by our board and informed by the sector.

“In the short to medium term though, both ETF and FETL agree that convergence is the most sensible route and we will continue discussions with them about how best to implement that.”

Dame Ruth said FETL would not employ its own staff or rent premises, and said clerk services for the board would be provided by Gloucestershire-based The Trust Partnership at an hourly rate. Its website, fetl.org.uk, is due to go live shortly.

Success rates change makes system ‘overly complex’

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A college principal has hit out at proposed changes to the way the Skills Funding Agency (SFA) reports and calculates provider success rates.

Harlow College principal Karen Spencer said the changes, designed to make comparisons between providers easier to understand, would make the system “overly complex”.

Success rates, which measure how many students starting a course go on to achieve the qualification, were divided into long, short, and very short courses.

However, for this academic year, all courses will be grouped by qualification type, according to whether they are classroom-based learning, workplace learning or apprenticeships.

New accountability measures for 16 to 19-year-olds will also be introduced, rating providers against headline measures including progress, attainment, retention, destinations and progress in English and maths (for those without GCSE A\* to C).

Announcing the new accountability measures on its website, the SFA said they would give “a clear overview of the performance of a school or college... compared with other institutions nationally”.

However, Ms Spencer, whose college has

been in the top three colleges for success rates nationally for the past three years, said: “These changes are supposed to make the data more visible but... this reform is going to miss its target audience of parents and students, because they’d have to have such a high level of understanding of how the skills system works — it’s only going to be used by managers in colleges. It’s overly complex and not good value for money.”

She added: “The critical thing is we want students to be successful, enjoy college and progress — if you’re doing a good job then actually how they cut the data shouldn’t make a difference.”

Joy Mercer, director of policy at the Association of Colleges, said: “Our concern, as always, is that data helps teachers and students make choices without confusing everyone in the move between systems. Ofsted inspectors also need to be up to speed.

“The bigger problem is that between two departments [education, and business, innovation and skills] and two funding agencies [Education Funding Agency and SFA] there is different data to measure success. It’s time for simplification.”

James Kewin, deputy chief executive of the Sixth Form Colleges’ Association said: “Any steps to make success rate data more meaningful should be welcomed. But it does seem odd that college data is undergoing further refinement while school success rate



Karen Spencer

data remains in experimental form and is recorded in a different format on a different website.”

He added: “The role and status of success rates in the eyes of government is rather confused. They do not feature in the main



James Kewin

performance tables, they have been heavily criticised by Alison Wolf, Sir Michael Wilshaw described them as ‘palpable nonsense’ and yet they still feature prominently in Ofsted inspections and are undergoing further development.”



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COMMENTS

Higher apprenticeships in line for UCAs applications

Higher apprenticeships are still quite patchy in terms of availability across the country as well as being very competitive.

At present 18-year-olds with A-levels or the equivalent are more likely to see on offer intermediate and advanced level apprenticeships offering a level of qualification that is either below or only the equivalent of what they have already gained — this can be off-putting — although there is clear added value for A-level students in particular because they gain a vocational qualification, work experience and a foothold with a company.

Still not an easy thing to sell however to some A-level students (or their parents) because a level two or level three apprenticeship does not appear to move them

forward in academic terms.

Perhaps these level of apprenticeships need to be packaged and sold differently to 18-year-olds with A-levels?

David O’Connell

Just seven learners at college used FE ‘TripAdvisor’

Why Ofsted needs this when we do learner satisfaction surveys as part of (the other monumental white elephant) FE Choices, I don’t understand. I really don’t think that learners’ opinions about a provider change that rapidly from one year to the next and at least FE Choices has a reasonable sample size and a reasonable level of probity.

The problem with Learner View is sample size is nowhere near enough (insert comment about 15 minute classroom visits here) and there’s nothing to stop colleges

(or, indeed their rivals at The College Down The Road) from fiddling it.

Steve Hewitt

Skills Minister reveals identity of first new FE college in 20 years

Good luck to Prospects in the future.

They have featured for their good practice in an Ofsted apprenticeships survey and there was something ‘special’ about the leadership of Neil Bates and the vision of the company that made it obvious that they were going to move on from what they were doing a few years ago.

With David Sherlock and his vast experience of both further and higher education involved in governance, I am expecting a success story for the new venture.

Phil Hatton





All we have got is ourselves, our skillsets and our ability to transform somebody’s life into something fantastic

# A VIEW TO A JILL

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The hospitality industry doesn’t seem like the most likely place to find a qualified chartered accountant who has sailed around the world and partied with Duran Duran, but it’s a sector which has always been close to Jill Whittaker’s heart.

The managing director and co-founder of Sussex-based HIT Training first joined HCTP in 1998, but says her career trajectory up until that point was more than a little unconventional.

It included a long period spent darting between high-octane jobs in the financial sector and “sharing costs on someone else’s round-the-world dream”.

As a non-graduate who went to work for her first accountancy firm after a foundation degree course at a local polytechnic, Whittaker’s different approach to life was clear at an early age.

“I wasn’t focused on university at all, it wasn’t my scene,” says the mother-of-one when we sit down at HIT’s compact offices next to the airport at Shoreham-by-Sea, West Sussex. “I was one of these kids that the minister is always talking about, which is work-focused. Because I was — that was my whole thing. I wanted to get out and earn some money, but I also wanted to get a profession, and that was the quickest and most straightforward route that I could see to getting a

“I wasn’t focused on university at all, it wasn’t my scene, I was one of these kids that the minister is always talking about, which is work-focused”

profession and having that behind me. I was qualified as a chartered accountant when I was 23.”

But her success early on was by no way the product of good advice at school, where she took an aptitude test and wasn’t taken beyond the three As — architect, actuary or accountant — that the adviser came up with.

But Whittaker, now 50, says: “The advice I got that was really very helpful was from one of my maths teachers who used to teach us mechanics. He took me to one side one day and said ‘look, I can’t believe that you are not going to go to university, however — if this is what you are absolutely focused on, here are some accountancy firms who I think you should speak to and this is a really good one in Birmingham’.

“And that’s how I got [Birmingham-based firm] Farmiloes. So it was thanks to him, the maths teacher who was desperately upset with me that I wasn’t going to go to university. He saw that I was a bit of a character, I think I wasn’t a traditional [girl]. It was around the time of punk, so I had weird hair and funny clothes and lots of piercings, I was into that entire scene.

“As we got towards that sort of age, the New Romantic stuff was out and about as well. I had all sorts of funny haircuts — I used to model for a hairdressing salon in Birmingham, and we used to do lots of shows — and that’s how I got to know a girl who was the girlfriend of one of the members of Duran Duran at the time, so we used to go to their parties and get invited to all sorts of launches and that sort of thing — but it

was a small scene, so everybody knew each other.”

Whittaker admits she went to her first interview with hair like Phil Oakey from the Human League, and was told she could have the job, “but the hair had to go”.

After moving on to Ernst and Whinney [now part of Ernst and Young] and working for an international auditing firm, wanderlust kicked in, and Whittaker escaped to Bermuda, working in insurance and indulging her love for sailing for two years. But home was not the first port of call once her time in the British overseas territory was up.

She says: “I delivered one of the Newport-Bermuda ocean yacht racing boats, back with the family that owned it and spent six months travelling around the States, backpacking, having a good old look around really. Delivering cars for people, doing all sorts of stuff.”

Over the next few years, Whittaker continued to switch between finance jobs in the UK and hospitality jobs abroad.

She swapped a job she “hated” at TSB bank for a ski season. “Skiing every day, cooking

every day — it was great,” she says. “I got quite into that.”

Returning briefly to cover for the RAC’s finance director in Birmingham, it wasn’t long before itchy feet took her back to Europe to run a bar in France and work in a Belgian hotel, along with another ski season.

Another job at the RAC and some bar work later, she was back on the water for two years, on a journey which saw her meet her husband, Jonathan Chrisp. Their son, Joe, is now 12 years old.

“The boat went through the French canals and I spent my summer in the Med, and he was on the boat,” she says.

“I joined them in the Canaries, and we sailed across the Atlantic, through the Caribbean, through the Panama canal, across the Pacific and on to Australia. We got on another boat, a Tasmanian boat, sailed back and then delivered a racing yacht back to Melbourne and went fruit picking for a month.

“That wasn’t really work, it was sharing costs on somebody else’s round-the-

world dream. I’m a yacht master, and my husband is as well, so Dave — who had the boat — basically had some good crew along. We all did nightwatch on our own, four hours on, four hours off at night — but with three of you, it means you get a decent night’s sleep as well, so it’s a really good way of doing it. And sharing costs, it’s dead cheap. We were living off, I don’t know, probably £30 a-week.”

Returning to the UK at the age of 32 in the mid-1990s, Whittaker worked for Parker Pens, Daewoo and ran a gay B&B in Brighton with her husband, before an unexpected call from a recruitment firm which had had her CV “forever” linked her with HCTP, where she became financial controller and then finance director. HIT Training

## It’s a personal thing

**What’s your favourite book?**  
The Electric Michelangelo by Sarah Hall — it’s a gutsy life story that goes from Morecambe Bay to Coney Island, written in beautifully prosaic language

**What did you want to be when you grew up?**  
When I was a kid I always wanted to be a dentist. I can’t think why. I’m not sure what I want to do when I grow up now

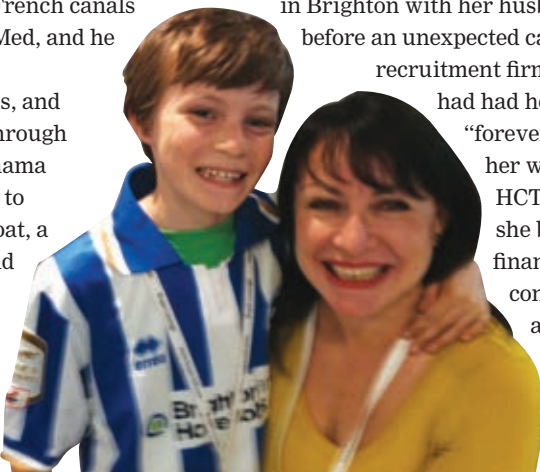
**If you could have anyone to a dinner party, living or dead, who would it be?**  
Elvis Presley, Emily Davison [women’s suffrage activist who stepped in front of a horse at Epsom Derby in 1913 and later died of her injuries], Dame Edna Everage, Ted Ligety [US alpine ski racer], Barbe-Nicole Cliquot (she can bring the drinks) and Albert Einstein

**What’s your pet hate?**  
Bad grammar, particularly the misuse of the apostrophe

**What do you do to switch off from work?**  
I ski when I can, but anything where I experience ‘flow’ helps me to switch off — being fully immersed and involved in any activity feels fabulous, whether it’s carving turns through powder snow or painting the bathroom



Jill with son Joe and husband Jonathan  
Below: Jill with son Joe



was founded in 2006 after a five-year competition clause related to the sale of HCTP to Hospitality Plus was out of the way.

Whittaker, who still owns 11 per cent of the business with her husband, speaks with great pride about what she helped to create — a profitable business which has so far supported more than 40,000 learners with more than 7,000 employers and received two grade two Ofsted ratings.

“It’s the best job in the world,” she says. “I love the hospitality industry — as you know we do care as well — but the hospitality industry for me has always been a passion. I’ve always worked in it in some way, or shape, and so have most of my family.

“Catherine, my sister, is actually a qualified chef and Susan used to do pub work as well, and my mum used to do waitressing – so we have always done a little bit of that and I absolutely love it. And it’s a business where you’ve got people.

“We’re not producing widgets, we don’t build anything. All we have got is ourselves, our skillsets and our ability to transform somebody’s life into something fantastic — so why wouldn’t anyone love doing that?”



EXPERTS



SMITA JAMDAR

Partner and head of education,  
SGH Martineau LLP

Understanding the law behind the learner experience

The 157 Group and law firm SGH Martineau have teamed up to produce a guide for college on the legal issues surrounding learners. Smita Jamdar outlines some of the key issues.

Over the last few years, the government has introduced policies to encourage greater competition and learner choice in the FE sector.

More recently this has been accompanied by an obligation on a growing number of learners to pay for their college education through loans and fees, creating a quasi-customer/supplier relationship.

Given that there may be any number of providers offering a learner's desired qualification or study route, what drives learner choice between different providers is increasingly likely to be the quality of the overall experience on offer.

Understanding the law that applies to that experience is important if colleges are to guard against the risk of complaint and challenge from disgruntled learners.

The learner experience comprises a

Given the complexity, it would be easy to view the legal framework as just another part of the burden of compliance for colleges

package of services, facilities and benefits that learners expect to enjoy as a result of choosing one provider over another. These include the quality of teaching and learning opportunities and facilities, as well as ancillary services such as careers guidance, counselling sevices, leisure facilities and placement opportunities.

The legal framework that underpins the learner experience includes contract law, requiring colleges broadly to promise only what they can deliver and then deliver what they promise.

Learners may be able to claim damages for losses suffered as a result of a failure in either



MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the FE Week Experts section

Could Cable's 'elite' colleges lead in the wrong direction?

Business Secretary Vince Cable's Cambridge Public Policy Lecture on the future of further and higher education last month brought the prospect of elite colleges to the fore, as Mick Fletcher explains.

The Business Secretary's speech was an important one. He was clearly trying, retrospectively, to impose a logical policy framework on an area where development has derived from soundbite politics rather than coherent analysis.

It is a measure of how far we now sit from rational policy formulation that Dr Cable can announce that the Department or Business, Innovation and Skills (BIS) will issue a National Colleges launch document 'in the near future', months after ill-formed ideas for an 'HS2 College' and a 'nuclear college' first emerged.

His objective — to raise the status of FE and by so doing help expand the numbers studying technical subjects at higher levels — is worthy.

Unfortunately his prescription is profoundly wrong. It fails to understand both FE and the nature of higher education delivered in FE colleges and ignores clear lessons from history.

Dr Cable is right, and not alone, in lamenting that increasingly FE colleges are focussed on lower level work. He ignores however the fact that this is a deliberate policy choice by his department.

It is BIS funding rules and priorities that direct funding towards basic skills and level two; his funding cuts that are making it harder for adults to access learning at level three and above.

If government wants to retain a 'ladder of opportunity' through FE it should stop chopping away at the rungs.

Developing a new tier of 'elite colleges' can only make the problem worse; higher level skills will be focussed in a few institutions and progressively removed from the rest.

This has happened twice before as first the CATs (college of advanced technology) and then the polytechnics were wrenched out of the FE system.

We should reflect carefully on the fact that while Aston, Warwick, Loughborough and the rest remain high status institutions delivering world class technical skills their removal from the sector did nothing positive for the status of those left behind.

Moreover, the fact that these higher education institutions are now called universities has not altered the fact that they are primarily technical institutions.

If there is a demand for more technical training of the highest quality it is not clear

EXPERT



THE INDY SCENE

John Hyde is the chairman of HIT Training, a hospitality training provider that operates across England, and on the second Monday of every month he writes in FE Week about issues affecting independent learning providers

Our directors and senior managers have been in discussions with the Department for Business, Innovation and Skills, sector skills councils, employers and trade associations about implementing the Richard review.

What is emerging are the unforeseen consequences of handing employers direct financial and operational control of apprenticeships. Is the government only going to fund employers solely for training and testing, as the consultations suggest? This could remove the glue and wiring that training providers routinely use to make apprenticeships work if these 'hidden' activities are no longer funded.

For example, who will pick up an apprentice who leaves their employer for whatever reason during their apprenticeship? Currently, 11 per cent of our apprentices change their employer during their

apprenticeship. No funding or information will be available to the provider under the proposed funding systems to pick up these learners, so completion rates will decline by a further 11 per cent.

Who will check the eligibility of an employee for apprenticeship funding? This complex arena, especially with foreign nationals and overseas qualifications, is outside the expertise of most employers, especially small and medium-sized enterprises (SMEs). Will employers be expected to buy this service from a provider and will they pay if the employee is found to be ineligible for funding?

Who will provide the advocacy and pastoral care for young apprentices where sexual and racial harassment and initiation rites are still prevalent in certain sectors? Providers routinely mediate in these circumstances or in extreme circumstances remove the

apprentice.

How will this be funded in future if government is only paying for actual training, or is the wellbeing and legal rights of the apprentice to be ignored? How will an employer react to being billed for exposing any failures in their equality procedures?

There is a continuing danger of some young apprentices being exploited and abused by unscrupulous or ignorant employers, especially SMEs without any HR resources. Providers often act as the unpaid HR specialists for SMEs, but without funding this will no longer happen.

More worrying are the health and safety issues whereby the provider will no longer have responsibility to check out the suitability of the premises or equipment for apprentices. Neither will they be in a position to ensure suitable induction to dangerous equipment or hazardous areas has taken place. Regrettably, the Health and Safety Executive and environmental inspectors usually arrive on the scene after tragedy has occurred and removing training providers from this role could increase the mortality rate of apprentices.

Again, who will check whether the employer has the necessary insurances and licences to operate in their sector, thus making the site 'legal' to operate apprenticeship programmes with government funding?

Who will ascertain the potential

apprentice's prior learning and experience, and how this affects the percentage of funding available, or monitor that the government is only paying for new skills and learning?

Who will decide whether the employer can offer the full apprenticeship programme to meet the criteria of the new standards or advise the employer and the potential apprentice which qualification is most suitable for them?

Where trailblazers have opted to use awarding bodies, are the awarding bodies geared up to deal with and approve more than 200,000 employer sites? Do employers, especially those without a training department, have the expertise and time to deal with awarding body approval, registration and certification?

Who will mentor the apprentice and their workplace supervisor throughout the programme, especially when the apprentice 'wobbles' as happens to the majority who are tempted to give up before completing?

The solution is to allow employers the choice of direct funding or through the training provider. Similarly, while the trailblazers are untested, the SASE (Specification of Apprenticeship Standards for England) route or a trailblazer route should be available to each employer until comparisons can be made of which route provides the learner, the employer the better training and the country the better economic investment.

Make sure your voice is heard in the Leadership Conversation



The Leadership Conversation is implementing a truly innovative online brainstorming exercise to engage people across the whole education and training sector to think, innovate, debate and co-create ideas about leadership in the future. It is not an online questionnaire, but something much more engaging, interactive and thought-provoking, designed to gather a wide range of thoughts and observations. As one participant has fed back – “Just a quick line to say how much I enjoyed taking part...it was so much more interesting than completing a survey and really made me think – in a good way!”

Make sure you have your say - please sign up today!

Send your name, the name of your organisation and your email address to: [brainstorming@leadershipconversation.info](mailto:brainstorming@leadershipconversation.info) You will receive a confirmation email with the link to the webpage.

The Education & Training Foundation



# CAMPUS ROUND-UP

sponsored by



## Royal approval for horse rehabilitation centre

London Olympic eventing silver medallist Zara Phillips was guest of honour at the opening of Warwickshire College's new Equine Therapy and Rehabilitation Centre.

Ms Phillips, who is the daughter of Princess Anne, was given a tour of the facilities and a demonstration of an equine water treadmill used for training and rehabilitating horses, which is the only one of its kind in the UK.

The opening event was also attended by around 70 guests including local vets, college staff and students.

Ms Phillips said: "This centre is fantastic. Moreton Morrell students are hugely lucky to be able to work with these amazing facilities."

She also took part in the British Eventing Spring Horse Trials, which took place at the college and involved dressage, show-jumping and cross-country events.



From left: Horse Pot Luck, its owner John Wrottesley and Zara Phillips at a water treadmill. Inset: College principal Mariane Cavalli, Zara Phillips and assistant principal Marcus Roberts

## Best feet forward for sports massage

The first person in the UK to qualify as a sports massage therapist using just her feet demonstrated her techniques to students studying for a level three diploma in spa therapies at Doncaster College.

Sue Kent was one of thousands of people born with disabilities in the 1950s and 1960s because their mothers were prescribed the drug Thalidomide while pregnant.

She uses the heels, balls and toes of her feet to massage and passed a level four diploma in sports massage at Cardiff Metropolitan University in 2010.

Ms Kent demonstrated her massage techniques to learners at the college, before inviting them to try them out too.

Hair and beauty lecturer Karen Gregory said: "Sue is a great motivator and her drive and motivation was infectious."



Sue Kent demonstrates her massage techniques to staff and students

## Student stars in Nike advert with Ronaldo and Rooney

West Cheshire College performing arts student Macaulay Cooper's face will be familiar to millions of football fans across the world. He starred in a Nike advert with several of the world's greatest players that was screened for the first time during the Champions League semi-final, writes Paul Offord.

Fancy a kickabout with soccer superstars Cristiano Ronaldo, Andres Iniesta, Zlatan Ibrahimovic, Neymar, Wayne Rooney, Gonzalo Higuain, and Gerard Pique?

It may be the stuff of dreams for most teenagers — but fantasy became reality for level four performing arts student Macaulay Cooper when he was chosen to star in the latest Nike advert.

The star-studded four-minute film, which was screened for the first time at half-time on ITV during the Champions League semi-final between Bayern Munich and Real Madrid, featured a kickabout between a group of boys.

They all transform into their favourite players during the match, with 19-year-old Macaulay changing into Barcelona and Brazil forward Neymar.

Macaulay said: "All the boys got to meet the stars they turned into in the advert. I met Neymar and we did a photoshoot together. He could only speak the odd word of English, but he was a very nice guy. He was dead chilled out and had a bit of a joke with me."

Macaulay also mingled on-set with Real Madrid forward Ronaldo, Barcelona stars Iniesta and Pique and Napoli striker Higuain.

Macaulay said: "I would be at college one day, then on set the next. I watched them do all the tricks from the advert and more close-up. It was all like a dream really."

Macaulay had West Cheshire College head of music, theatre, and performance Paul Moss to thank for helping secure his big break, as he invited acting agent Elizabeth Stocking to watch him perform the lead in a college production of Peter Shaffer's play Equus in June last year.

She was so impressed she agreed to represent Macaulay and arranged for him to audition for the advert in Manchester.

He said: "We had to say some words and they wanted to see what we could do with a football. I'm a striker with my local team Connah's Quay Tigers so it was ideal. It was only at the third audition that we found out it was for Nike."

Macaulay was told he had the role in December and spent much of January and February filming in Madrid and Barcelona.

He said: "It was unreal. There must have been about 100 people in the crew working on lighting, cameras, costumes, make-up and things like catering."

"I must have said my lines 'winner stays on' and 'yeah, well I'm Neymar then' 50-odd times, as there was a lot of changing of camera angles and I had to try saying it different ways."

Mr Moss said: "We are so proud of Macaulay's achievements. For him to land a speaking role in a high profile advert with an internationally leading brand is incredible."

FEATURED CAMPUS ROUND-UP



Ronaldo and Wayne Rooney in the advert



Macaulay Cooper with a football and, inset right, in casual clothing at college. Inset above right: Macaulay prepares for kick-off in the adverts

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to [campus@feweek.co.uk](mailto:campus@feweek.co.uk) including names, ages and course details of students where applicable



## & MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

A new principal has been appointed at an Oldham College-sponsored academy.

Colette Burgess is due to take over from Nigel McQuoid at the Waterhead Academy this autumn.

Ms Burgess is currently principal of The Oldham Academy North, and her new appointment was announced by Alun Francis, principal of the Ofsted grade one-rated Oldham College.

Mr Francis said: "We are delighted to confirm that Ms Colette Burgess will join us as in the Autumn. Ms Burgess has a wealth of knowledge and experience of schools in the North-West.

"As well as establishing The Oldham Academy North as a new school and moving the students and

staff into their purpose-built new premises on Broadway, Ms Burgess led the school to the second highest rating, of good, in their Ofsted inspection last year.

"The Oldham Academy North has also been recognised as one the most improved schools in the region and she is highly respected within the profession as a committed, passionate and effective school leader.

"This appointment has been made after a wide-ranging search across the country to find the best possible person to fit into and develop Waterhead Academy which has been established under Nigel McQuoid. As governors and sponsors, we are delighted with the progress made to date and, as Mr McQuoid returns to



Colette Burgess

live with his family in the North-East this summer, it is good to know that he will be able to use the coming months to provide Ms Burgess with a detailed handover so that she can lead our students and staff seamlessly forward into the new



Nigel McQuoid

academic year.

"We are therefore taking this opportunity both to formally welcome Ms Burgess to our staff team and to thank Mr McQuoid for what will be three years of valued service when he leaves us in July 2014."

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)



gateway qualifications

# What gets you out of bed in the morning?

That's what we asked ourselves when rebranding as Gateway Qualifications, the new name for Open College Network Eastern Region. The answer was our learners. They inspired us to revisit our Open College Network ethos, re-focusing everything on their needs, and strengthening our support for the providers we work with. All this delivered through 20 years of credit-based learning expertise and over 450 Ofqual-recognised qualifications.

If this is what gets you out of bed, come with us, for a learning experience where everyone thrives.

Call 0300 330 3535 or visit [gatewayqualifications.org.uk](http://gatewayqualifications.org.uk)

learning your way





# Yorkshire Coast College Scarborough

Based in beautiful Scarborough on the Yorkshire Coast and officially rated as "Good" following last years' OFSTED inspection, this is an exciting time for Yorkshire Coast College as we aim for outstanding! Part of the Grimsby Institute Group, a £50 million organisation, with an outstanding rating for Finance, the College is moving forward into a new era and has some exciting Director and Manager opportunities:

**Director of School -Services**  
**Director of School – Technical Studies**  
£38,090 -£44,440 per annum, dependent on experience

With significant experience of management and teaching in the FE sector you will have a passion for teaching and learning and recent experience of providing outstanding leadership & management. These roles provide a rare opportunity for successful managers to operate at a strategic level, reporting directly to the Principal, in a small, friendly College.

**Curriculum Manager - Care**  
**Curriculum Manager - Creative**  
**Curriculum Manager - Visitor Economy**  
**Curriculum Manager - Engineering**  
**Curriculum Manager - Construction**  
**Business Manager - Student Services**  
**Business Manager - Resources**  
£32,320 -£34,340 per annum, dependent on experience

Driving the performance, delivery and development of each area, Curriculum Managers will ensure high achievement for all learners through exemplary teaching and learning practice and take responsibility for the effective recruitment, retention, achievement and success of individual learners.

Business Managers will co-ordinate work around student transition at key points and will contribute significantly to the learner journey ensuring our support mechanisms and resources enhance the learner experience.

**Closing date for applications is noon on Friday 16 May 2014.**

**Interviews:**  
**Director posts – week commencing 2 June**  
**Manager posts – week commencing 9 June**

**For an application pack, please visit our website**  
**www.latestvacancies.com/grimsby**

**For an informal discussion, please contact**  
**Clare Wareing, College Principal, on**  
**01723 356246 or Paul Blackburn,**  
**Senior HR BP, on 01723 356184**

Yorkshire Coast College is part of the Grimsby Institute Group.





## SECTION LEADER FOR HAIR & BEAUTY

£41,439 to £43,587 per annum

We are looking for an outstanding candidate to join our multi-award winning College and lead the curriculum section towards further success.

As the Section Leader for Hair, Beauty, Complementary Therapies & Counselling, you will manage a team of committed and professional full-time and fractional staff from a variety of specialist backgrounds who work together to teach across the curriculum. Strong budgeting, interpersonal and organisational skills are essential for this challenging and exciting post. You must be an excellent teacher and have the skills to inspire, motivate and lead your team in our relentless drive to ensure high quality, sector relevant provision within our grade 1 section.

You must be able to demonstrate a clear understanding of the needs of a range of learners and how these may be met, hold a Level 3 qualification in Hair and/or Beauty, have extensive industry experience and hold a teaching and assessor qualification.

Closing date: **12 Noon on Thursday 22 May**

Interview date: **3 June 2014**

For further information visit  
**www.bridgwater.ac.uk**  
or telephone **01278 441221**





## Curriculum and Quality Manager

Salary: £40,000 - 48,000 Permanent  
Location: Home based

**REED NCFE** Learning is a trading arm of **REED NCFE** which seeks to build on the 10,000 learners we engaged with last year by developing 2 enhanced suites of employability and progression learning provision.

We are currently recruiting for a Curriculum and Quality Manager who will manage the delivery, co-ordination and development of a national curriculum offer which meets the needs of learners and stakeholders.

For more information visit our website **www.reed.ncfe.org.uk/careers** or email **Matthewbrown@reed-ncfe.org.uk**

**Closing date: 9am, Wednesday 14 May 2014**

Raising aspirations...



...exceeding expectations

**Redcar & Cleveland College** is a dynamic and progressive organisation which offers the following opportunities to be part of its ambitious plans for the future, providing best value and excellence in Further Education and training.

**Exciting opportunity to be part of the new team that drives the college forward in achieving its ambitions for the future.**

**Director of Faculty**  
Engineering, Construction, Sport and Recreation  
(including Uniformed Services)

Ref 13/14#24

**Director of Faculty**  
Business, IT and Computing, Digital and Creative Media,  
Initial Teacher Training, Access, HE and Travel and Tourism

Ref 13/14#25

**Good benefits package with salary : £36,584 - £41,199**

**Full details of all College vacancies can be found on our website at**  
**www.cleveland.ac.uk or ring for details.**  
**A College application form must be completed for all vacancies.**  
**Closing date for applications is Friday 23 May 2014.**  
**Interviews will be held on Monday 2 June 2014.**

All applicants are subject to appropriate checks to ensure their suitability to work with vulnerable adults and children.



Call 01642 473132  
Click [www.cleveland.ac.uk](http://www.cleveland.ac.uk)  
Mail [personnel@cleveland.ac.uk](mailto:personnel@cleveland.ac.uk)

# National Employer Engagement Manager (Field Based)



**£40,000 · plus bonus · plus car**

We are one of the UK's largest and most reputable Training Providers. Specialising in Basic Skills, we support adults with their English and maths needs.

Due to growth, we are currently looking for an experienced Employer Engagement Manager from within the Further Education Sector.

We are currently working in partnership with SMEs and national clients throughout the UK.

The Employer Engagement Manager will be focused on identifying opportunities with employers to support their workforce with their Basic Skills needs. The role will be to implement a national employer engagement strategy that will lead to exceeding set targets of learner numbers.

Please send covering letter and CV to  
**JBW@nccskills.co.uk**



## Managing Director

£100K package  
Birmingham



The company we are advertising on behalf of is a specialist training provider with a single focus in the care sector, health and social and child care.

The business has been operating for about 20 years and supports customers both in its original market of South Wales, West Midlands and the South West.

The business employs c.70 employees, currently supports c.1200 learners and, beyond its principal contracts with the Welsh Assembly Government and Skills Funding Agency, has a number of commercial contracts with local employers. The company supports learners to achieve apprenticeship programmes, as well as QCF certificates and diplomas.

For full details on the role, and to apply, please email: **emily.nash@purple-hearts.co.uk**

**Closing Date: Tuesday 20th May**

# We are looking for a:

## SENIOR ADMINISTRATOR

SALARY: £22.5K TO £27.5K (DOE)  
Greenwich, London

Responsible for the day-to-day functioning of the Lsect and FE Week office.

**Roles will include:** general office administration, financial administration, supervision of junior staff, assisting with the execution of events, supporting the sales executive and editorial team.

**Closing date: 5pm, Wednesday, May 28**

**To apply email: victoria.boyle@lsect.com**

**For more information visit [jobs.feweek.co.uk](http://jobs.feweek.co.uk)**

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## Foundation and Skills - GCSE English Lecturer

FTE 1.0 £22,961.24 to £32,594 per annum

Do you have the skills and expertise to successfully develop the GCSE English skills of young people? We are a college rapidly improving towards outstanding and are seeking a highly experienced English tutor to join our team of staff who deliver GCSE English across college. The main responsibility of the role is to deliver the GCSE English course and enable your learners succeed.

Experience of working with young people aged 16-18 is essential as well as the ability to deliver the curriculum creatively. You will have excellent organisational skills and be able to work independently across the college.

Experience of teaching GCSE English is essential. You will hold a teaching qualification, a relevant degree or equivalent professional qualification, and it is desirable for you to possess a Level 4/5 subject specialist qualification.

As an experienced teacher, you will be flexible, approachable and preferably be familiar with the current issues and challenges within Further Education. You would be joining a supportive team which has a strong focus on improving standards and achieving success.

BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK. BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.

**Closing date for applications: Sunday 18<sup>th</sup> May 2014**

**Interview date: Friday 23 May 2014**

To apply for this post, please click on the link below:-  
[https://www.hirewire.co.uk/FE/1053284/THW\\_JobBoard.aspx](https://www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx)

If you wish to send a CV with your application, please remember to click 'upload' after attaching it, otherwise your CV will not be sent to us.



Lancaster & Morecambe College

**Lecturer in Functional Skills –  
English (0.6 Fractional Post)**  
Job Ref: AS 735

**Lecturer in Functional Skills –  
Maths (0.6 Fractional Post)**  
Job Ref: AS 736

Salary up to £28,582 per annum, pro rata depending on  
qualifications and experience  
22 hours per week

Two temporary posts to 31st July 2015

You will provide high quality teaching and learning primarily within the  
programme area of Sport and Public Services, and will therefore have  
an interest, experience and involvement in the sporting environment.

**Closing Date: Friday 23rd May 2014**

For more information and to apply please visit: [www.lmc.ac.uk](http://www.lmc.ac.uk) (various formats available).  
We prefer to email job packs, however if you require one by post, please phone 01524 521507/  
email [jobs@lmc.ac.uk](mailto:jobs@lmc.ac.uk)  
All posts are subject to a DBS Disclosure in line with our  
policy of safeguarding and promoting the welfare of  
learners.



Lancaster &  
Morecambe  
the College

### TUTOR ENGLISH FUNCTIONAL SKILLS

Ref Number: LANC01701  
Salary: £23 783

Posts available are 2 x 18 hours (salary will be pro rata due to post being 0.5fte)  
Location of work is throughout Lancashire

To teach within one or more of the English, Maths and ESOL curriculum areas including classroom and work-based learning. Also  
to deliver high quality teaching and learning to unemployed adults (19+) and young people within a wide range of venues across  
Lancashire. The role involves teaching English, Maths or ESOL with underpinning employability skills.

Informal Discussion: Susan Douglass 01257 276719 or email [susan.douglass@lancashire.gov.uk](mailto:susan.douglass@lancashire.gov.uk)  
Application details: Go to <http://jobs.lancashire.gov.uk>  
Closing Date: 31/05/2014

### TUTORS (HOURLY PAID) ENGLISH FUNCTIONAL SKILLS

Ref Number: LANC01708  
Hour per week: Casual part-time, temporary

Based at various locations throughout Lancashire

Lancashire Adult Learning require casual, hourly paid tutors to work at a range of venues across Lancashire to teach within:  
Adult Skills:-English Functional Skills

These posts are subject to job evaluation and therefore the current grade for these posts will be reviewed and may be increased,  
decreased or stay the same.

#### Essential Qualifications

Degree or equivalent  
Full teaching qualification at level 4 or 5 (or willing to qualify within three years of the start of employment)  
Subject specialist diploma (English, Maths or ESOL) at level 5 within one year of appointment or within one year of completion of  
full teaching qualification (whichever is soonest)  
Subject qualifications to relevant level, normally minimum level 3  
Mandatory qualifications for teaching the subject specialism  
English qualification at level 2 or above  
Maths qualification at level 2 or above (within one year of appointment)

#### Essential Experience and Skills

Experience of teaching adults within the lifelong learning sector  
Evidence of successful teaching and learning practice  
Ability to design high quality learning experiences, including planning, preparing learning resources, monitoring progress and  
achievement  
Excellent English and Maths skills  
Excellent inter-personal skills  
Effective administrative skills

Informal Discussion: Susan Douglass 01257 276719 or email [susan.douglass@lancashire.gov.uk](mailto:susan.douglass@lancashire.gov.uk)  
Application details: Go to <http://jobs.lancashire.gov.uk>  
Closing Date: 31/05/2014



Some schools are excluded as  
commitment is on an individual  
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Employment Related Services - We offer a suite of Level 3 and Level 4 Employment Related Services qualifications which are designed for staff who are involved in advising and supporting young people and adults into work.

Find out how we can support you today

t: 0115 854 1620 e: businessdevelopment@abcawards.co.uk w: www.abcawards.co.uk

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Difficulty: EASY


		1			2			5
	2						9	8
	4		7	6		1		
	1				6	9		
8	6						4	1
		7	4				8	
		8		3	7		5	
5	3						7	
2			9		3			

Difficulty: MEDIUM

	2		1	6		5	9	
		8						
						8	1	6
			3				4	1
		4	9		6	7		
1	3				2			
3	9	5						
						6		
	6	1		9	7		2	

Solutions: Next week

Spot the difference to WIN a retro FE Week mug!



Spot five differences. First correct entry wins a retro FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Richard Ronaldson, principal solicitor at Norwich-based Ronaldsons Solicitors.